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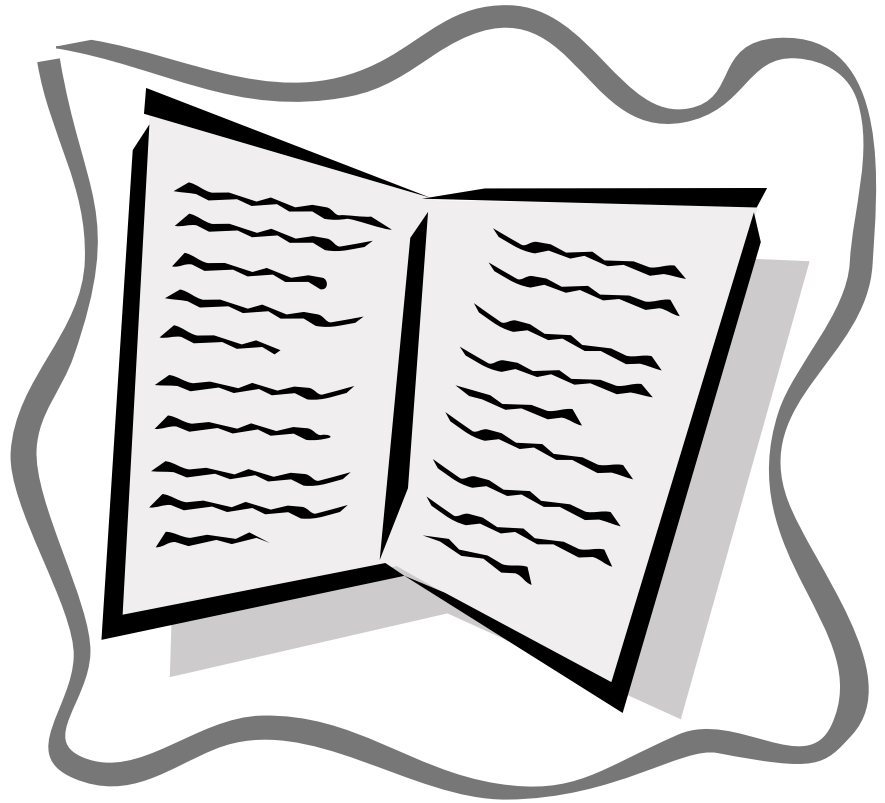
ITERACY



*T*EACHING LITERACY  
IN PDHPE IN YEAR 7



NEW SOUTH WALES  
DEPARTMENT  
OF SCHOOL  
EDUCATION



# Teaching literacy in PDHPE in Year 7

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## Acknowledgements

Rowena Mackie	Marrickville High School
Jan Lonie	Malvina High School
Betty Barnes	University of Technology, Sydney
Janet Davy	Curriculum Directorate
Rosemary Davis	Curriculum Directorate
Penny Hutton	Curriculum Directorate

Cover photograph    Marrickville High School

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SCIS order number: 917410

ISBN: 0713 08662

Product number: 10819



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# Chapter 1:

## The literacy demands of PDHPE

### Literacy in PDHPE

Consider the following scenario.

*It is period 2 on Friday and a Year 7 class is having a PDHPE lesson. They are continuing work on a growth and development unit.*

Teacher: Last week we were discussing the changes which happen to us during puberty. Who can remember what some of those changes were? We'll list these *changes* on the board. Who would like to start?

Sam: We fight heaps with our parents and want to be with our friends.

Teacher: We sure do! We say we experience *social changes*. (The teacher writes social changes on the board).

Hamed: We get hair and other things happen to our body.

Teacher: Yes. Can anyone remember the word we use to describe these types of changes?

Lee: *Physical*.

Teacher: Terrific. (The teacher writes physical changes on the board).

In this brief transcript of a lesson, it can be seen that the teacher is supporting the students' learning in a number of ways. The teacher:

- activates prior knowledge and understanding
- provides a visual record of the students' responses
- makes explicit links between the students' current understanding and terminology specific to PDHPE.

This scenario demonstrates that there is no need to isolate the teaching of literacy skills from the teaching of PDHPE. Here, the teacher is addressing PDHPE content as well as introducing and encouraging the use of specific terminology and providing key messages related to the topic being studied.

In PDHPE lessons, we use a variety of stimulus materials including written, spoken and visual texts. Written texts are the materials that students are required to read and understand to be able to participate in a lesson. Spoken texts are instructions, explanations, descriptions or other orally presented information that students interpret as they listen. Visual texts can be demonstrations, videos, diagrams and charts which are frequently used in classroom practice. Literacy involves students being able to interpret and create a range of texts successfully.

As teachers, we draw from a wide range of experiences and understandings of the subject content when presenting information to students. Often the language we use is very subject-specific. There may be an expectation that students understand the meaning and purpose of the language used. By using literacy strategies in PDHPE, teachers are supporting the notion that specific content can best be learned if students have the required skills to comprehend the meaning and purpose of the texts used to deliver the content.

It is important to recognise that there is a direct relationship between a student's literacy skills and success in PDHPE. The development of students' literacy skills through experiences in PDHPE is vital. Students experiencing difficulty with speaking, listening, reading and writing will also have difficulty in managing the content of PDHPE. By incorporating literacy strategies into units of work, students will have opportunities to develop literacy skills enabling them to experience success in PDHPE. This approach suggests that planning for literacy needs to be inclusive, rather than seen as something additional or extra that teachers need to do. It is important to remember that we are all teachers of literacy.

On the following page are some examples of the types of literacy skills students need to demonstrate in order to be successful in PDHPE.

**Speaking**

- articulate ideas
- interact and communicate with others
- use appropriate PDHPE terminology
- discuss ideas
- narrate stories
- express opinions
- argue constructively
- offer explanations
- express knowledge and understandings
- negotiate with others

**Listening**

- listen to the ideas and opinions of others
- listen for information
- understand discussions, instructions and speeches
- identify main ideas and supporting details
- recognise meaning
- respond appropriately to oral stimuli
- recognise points of view of speakers
- listen to take notes

**Literacy in PDHPE****Reading**

- recognise PDHPE terminology and its meaning
- read for a variety of purposes
- read from a variety of sources
- extract and organise information
- follow written instructions
- analyse information
- relate and link knowledge and understandings
- identify and locate appropriate resources
- skim a text to determine general content
- scan a text to locate specific information
- read to summarise information
- recognise author's viewpoint, bias and stereotyping in texts

**Writing**

- express ideas in written form
- use PDHPE terminology appropriately
- write for a variety of purposes and audiences
- use a variety of written text types
- express a point of view and support with examples
- describe and explain various phenomena related to PDHPE
- present an argument
- construct an information report
- devise a set of explicit instructions that involve sequential steps
- record information clearly
- organise written information from a variety of sources

We are no longer simply teachers of the content and knowledge in relation to our subject. We also have a responsibility to develop specific literacy skills and positive attitudes in students.



## Defining literacy

Literacy is a word that has many meanings. For example, we might describe someone as being “computer literate”. Here, being “literate” means having an understanding of computers and their functions. Literacy, then, can exist in a range of contexts, each implying “understanding” and “comprehension” of a particular context.

*Literacy is the ability to read and use written information and to write appropriately, in a range of contexts. It is used to develop knowledge and understanding, to achieve personal growth and to function effectively in our society. Literacy also includes the recognition of numbers and basic mathematical signs and symbols within text.*

*Literacy involves the integration of speaking, listening and critical thinking with reading and writing. Effective literacy is intrinsically purposeful, flexible and dynamic and continues to develop throughout an individual's lifetime.*

*All Australians need to have effective literacy in English, not only for their personal benefit and welfare, but also for Australia to reach its social and economic goals.*

*Australia's Language: The Australian Language and Literacy Policy,*  
Department of Employment, Education and Training, 1991

This book gives teachers a broad range of strategies that will support and enhance students' literacy skills in the PDHPE key learning area. The focus of the material is to demonstrate how to go about teaching literacy in a systematic and explicit way so that teaching PDHPE content is not obstructed by students' inability to read and write appropriately in the subject.



# Chapter 2:

## A continuum of literacy development

### A functional view of language

In NSW schools, all literacy activities are based on a functional view of language, which emphasises the way language is used to make meaning.

Language enables people to do many things. It enables them to share information, to enquire, to express attitudes, to entertain, to argue, to reflect, to construct ideas and to make sense of the world. This view of language is concerned with the way people use language in a variety of social situations. Any of these language exchanges, whether spoken or written, formal or informal, are called *texts*.

A functional view of language shows the ways in which the particular language choices we make in any situation influence, and are influenced by, the people involved, the subject matter and how the message is transferred. The roles and relationships existing between the speaker and the listener, or between the reader and the writer, influence the words which will be used and the ways in which the text will be structured.

It is important to recognise that the purpose and subject matter of the text will influence the language choices made. For example, in a text about the skeletal system, you would expect to see language which describes and explains and specific terminology, such as muscle and vertebrae. In a text analysing composition and performance you would expect to find language which instructs and specific terminology such as direction, space, level and quality.

A functional view of language takes account of how language has evolved to meet our needs. The language we use has evolved within a culture which has particular beliefs, values, needs and ways of thinking about the world. Our language is shaped by these cultural factors and in turn helps to shape the culture. For example, in the English language we have only one word that means *snow*. This word covers all different weather conditions. The Inuit people have more than ten different words to describe and define the word *snow*. Their culture requires them to be able to define the word *snow* more distinctively because their survival could depend on what weather conditions are prevailing.

## Primary experiences

During their primary years, students will have been involved in a wide range of literacy experiences across all key learning areas. They will have been engaged in talking, listening, reading and writing for a range of purposes. These purposes would have led them to become familiar with a variety of text types. These texts can be grouped together, based on the features that they have in common. The identified text types are:

- *Narrative:*  
a text that entertains, amuses or instructs, for example, a story based on an experience of working with others in a team building experience.
- *Discussion:*  
a text where arguments for and against an issue are presented, for example, discussing the pros and cons of using condoms as a means of contraception.
- *Explanation:*  
a text that explains how or why something occurs, for example, explaining how the different energy systems work.
- *Exposition:*  
a text that persuades by arguing one side of an issue, for example, presenting an argument about legalising drug use in the community.
- *Procedure:*  
a text that instructs how to do something, for example, outlining the steps involved in a jazz ballet sequence.
- *Recount:*  
a text that retells a series of events, for example, describing the way decisions were made in a particular situation.
- *Report:*  
a text that classifies or describes something, for example, writing a report about changes to the body during adolescence.
- *Response:*  
a text that responds to an artistic work, for example, preparing a response to a viewed gymnastics sequence.

In Year 7 PDHPE, students should have the opportunity to use a range of text types which reinforce their primary experiences.

Initially, students will examine text types as individual entities and develop their skills and confidence with each of them. Higher order tasks that require students to incorporate the features of several different text types provide a challenging progression.

Consider the following task.

*Identify five processed foods which you can buy or which you have at home. Describe the additives in each of the food products and discuss the health benefits or risks for each product.*

Let's think about what this task is actually asking the students to do.

1. *Identify five processed foods.* This requires students to:
  - examine a number of processed food products
  - determine which products they will select.
2. *Describe the additives in each of the products.* This requires students to:
  - locate information on the packaging
  - read and interpret the information on the packaging
  - research the types of additives currently available
  - refer to a list of information which describes each of the additives
  - select the information on the label about the additives and reorganise this information to match the research and the selected food product.
3. *Discuss the health benefits or risks of each product.* This requires students to:
  - provide information about the effects of the additives
  - demonstrate an understanding of issues related to additives in foods
  - identify good and harmful additives in foods
  - make a recommendation or conclusion for each product selected.

When setting tasks such as the example described, it is important that you are clear about the purpose of the task and what you expect students to produce. This must be clearly explained to the students. To successfully complete the task, students need to have been previously supported in presenting information in the way the teacher is asking. For further success, the students must also understand the marking criteria which will be used to evaluate their efforts.

## Developing the continuum

When developing Year 7 units of work, you need to take into account the prior learning experiences of your students. Year 7 students have had a wide range of experiences in PDHPE. Examples of this can be found in the *K-6 Personal Development, Health and Physical Education Formal Consultation Draft Syllabus and Support Document*, Board of Studies, 1992. A further means of finding out the primary experiences of students is to contact the feeder primary schools for a copy of their school scope and sequence plan for PDHPE. This information is invaluable for targeting student needs and providing a continuum of K-10 learning outcomes.

Similarly, to develop stage-appropriate material, it is also necessary to consider the literacy skills and experiences of the students. Teachers need to acknowledge prior literacy experiences in primary school.

Some examples of the literacy demands of PDHPE outcomes in primary school are as follows:

- Students communicate effectively with each other.
- They describe and explain issues relating to their health.
- They describe and explain reasons for using tactics in a game situation.
- They present an argument with confidence.
- They express how they feel.
- They use negotiation skills in a variety of contexts.
- They form opinions based on an examination of relevant information.

In high school, the literacy demands of students in PDHPE become more sophisticated. By Year 10, students are expected to:

- use a variety of appropriate communication skills in a range of contexts
- explain, describe and justify the consequences of a variety of lifestyle decisions and choices
- explain, describe and provide instructions related to a variety of movement sequences and performances
- identify, explain and argue effectively from an informed viewpoint about lifestyle issues and concerns
- use appropriate PDHPE terminology in oral and written contexts, with confidence and consistency.

Through the development and teaching of subject-specific literacy skills in Years 7-10, students will be better prepared for the more complex demands of courses offered in the senior school.



# Chapter 3:

## Assessing, planning and programming for explicit teaching

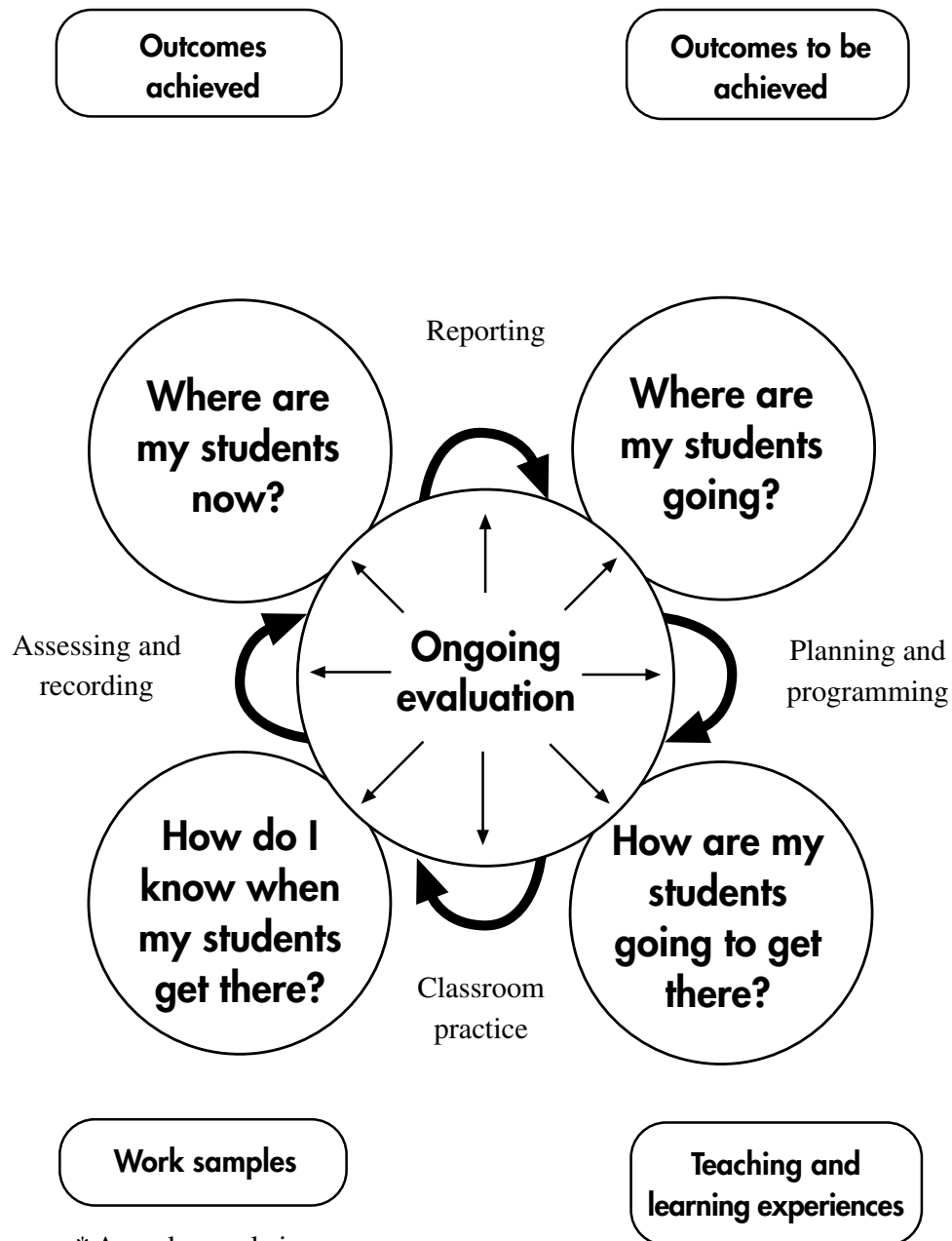
### The teaching and learning cycle

When planning and programming for PDHPE, teachers need to determine what skills, knowledge and understandings their students currently have.

Identifying student needs usually occurs in the initial stages of planning. Planning is an integral part of the total teaching and learning cycle and assists teachers in selecting appropriate activities, content and assessment strategies.

The diagram on the following page is a typical teaching and learning cycle which teachers work through when planning, programming and evaluating their work.

## The teaching and learning cycle



\* A work sample is any demonstration of student achievement

## Where are my students now?

The teaching and learning cycle suggests that judgement is needed before any unit is taught, to enable the setting of realistic and achievable outcomes. This judgement can be through formal or informal assessment.

There are many ways in which we can collect information about our students' literacy achievement. These include:

- contacting primary schools. Primary schools can provide a wealth of information about students' literacy achievements and experiences. By developing links with local feeder primary schools, we can begin to identify experiences in PDHPE and literacy. To support a K-12 continuum in PDHPE we must recognise all prior learning experiences.
- the ELLA results, which provide information about students' skills in reading, language and writing, for both individual students and year groups.
- assessment strategies. Teachers constantly make judgements about students' achievement and decisions about the need for further support, extension, or consolidation of outcomes. Examples of assessment strategies include tests, projects, assignments, reports, worksheets, diaries or journals.
- support teachers. Find out about students' level of achievement from ESL teachers, who can provide advice on using the ESL scales as a tool for assessment, as well as for planning and programming.

The ESL scales support teachers in making judgements about ESL students' achievements and language learning needs.

The scales are a supplement to syllabus documents, and to any curriculum support material, such as teaching units. The ESL scales enable teachers to recognise and articulate the progress their ESL students will make as they develop proficiency in English.

It is also important for teachers to use a tool such as the ESL scales to ensure that the second language learners are not incorrectly diagnosed as "failed literacy learners". Problems of second language acquisition may be incorrectly diagnosed as a learning difficulty, which might result in inappropriate or misdirected support.

Support teachers learning difficulties (STLDs) can provide advice about alternative or additional teaching strategies to assist students experiencing difficulties. They are able to diagnose particular learning difficulties and suggest programs and procedures for addressing students' needs.

Formal assessment tasks are only one way of making judgements about students' progress. Much assessment takes place informally in the classroom. Informal assessment strategies can provide valuable information.



There are many ways in which we can collect informal information about students' literacy progress. These include:

- observing students at work. For example, are students able to select appropriate resources for a research topic? Can students follow a set of oral instructions?
- generating anecdotal evidence, such as talking to students and other teachers, or observing and listening as students talk to each other. Is there a specific purpose evident in their talk? For example, can they ask questions or give instructions?
- observing students completing class activities when outside the classroom, such as in the library or undertaking computer activities.
- analysing work samples, such as student performances, written work or oral presentations.

## Where are my students going?

When we select learning outcomes for a unit, we are identifying what it is the student should be able to do at the completion of the unit. To select appropriate outcomes, we need to have some information about the skills which the students demonstrate before we teach the unit. This will enable us to select suitable teaching and learning strategies.

## How are my students going to get there?

To achieve PDHPE outcomes and improve the literacy skills of students, we need to be explicit and systematic in our approach.

This requires us to be responsible for:

- ensuring clear presentation of materials and tasks
- providing students with clear and concise descriptions of the teaching strategies being used
- using a variety of examples and modelling procedures
- selecting appropriate tasks and texts
- monitoring students' progress
- correcting errors and providing positive feedback on students' progress
- providing links between content and strategies
- teaching in achievable steps
- providing challenging tasks which allow students to progress and refine their skills
- providing frequent opportunities for students to demonstrate learning and the development of skills.

Implications for the systematic teaching of literacy skills in PDHPE requires us to be responsible for:

- having a clear understanding of the skills that are to be taught in each unit
- having clear perceptions of when and where it is appropriate to teach those skills
- developing a range of teaching and learning strategies
- monitoring student progress
- providing clear instructions to students as well as opportunities for students to discuss the purpose of tasks
- including opportunities which allow “modelling-practising-doing.”

## How do I know when my students get there?

We use a variety of assessment strategies to help make judgements about whether or not students demonstrate achievement of learning outcomes. Assessment is integral to the teaching and learning process as it provides us with valuable information that can be used to improve the quality of our work. Assessment information can be recorded in a variety of ways, depending upon the intended audience for the information.

The evidence of achievement of PDHPE outcomes is the demonstration of what a student knows and can do. To successfully achieve PDHPE outcomes, students will also be demonstrating a range of literacy skills. For example, for students to demonstrate they have achieved the stage 4 outcome, *explain key facts and opinions related to lifestyle issues*, they may be required to:

- give an oral presentation to the class on a major lifestyle disease
- critically analyse media articles relating to diet, nutrition and weight loss
- write an article discussing the banning of smoking in all public places
- debate the issue: *Alcohol advertising should be allowed to help fund health care costs.*

Clearly, many activities which we select as assessment tasks have a very strong literacy base. For students to be able to demonstrate the achievement of the outcome, sound literacy skills are required. Therefore, we need to plan systematically for the development of literacy as part of our normal teaching practice.

## Taking it further

When making judgements about student achievement, PDHPE teachers could use the following checklist of indicators of literacy development. The examples shown in the right hand column provide teaching and learning experiences which could be used to help develop students' literacy skills.

Speaking and listening				
	Yes	No	Sometimes	Useful teaching strategies
<p><b>When students talk, do they:</b></p> <ul style="list-style-type: none"> <li>• use pauses and breaks appropriately?</li> <li>• create a point of view?</li> <li>• articulate clearly?</li> <li>• ask questions when questions are required?</li> <li>• make statements when statements are required?</li> <li>• match the purpose of their talk to what they say?</li> </ul> <p><b>When students listen, can they:</b></p> <ul style="list-style-type: none"> <li>• recall facts that have been discussed?</li> <li>• retell stories and information in their own words?</li> <li>• respond appropriately to directions and tasks?</li> <li>• demonstrate understanding of instructions?</li> </ul>				<p><b>Have you tried:</b></p> <ul style="list-style-type: none"> <li>• linking new skills and information to previously learned skills and information?</li> <li>• providing clear expectations of student performance?</li> <li>• giving specific and direct instructions?</li> <li>• providing instructions as students progress through the stages of complex tasks?</li> <li>• building students' memory for directions and instructions by gradually increasing their length and complexity?</li> <li>• checking for clarification and understanding after giving instructions or information (for example, having students repeat the instruction or describe what they are to do)?</li> <li>• giving students sufficient time to process and act on verbal instructions or information?</li> <li>• teaching students listening skills by asking them to: listen for something specific; develop listening rules; participate in activities in pairs, groups and as a whole class?</li> <li>• providing background information and discussion before requesting students to discuss topics?</li> <li>• encouraging students to sequence their ideas when speaking (retell stories, instructions, steps to learning a new skill)?</li> </ul>

Reading				
	Yes	No	Sometimes	Useful teaching strategies
<p><b>When students read, do they:</b></p> <ul style="list-style-type: none"> <li>• know where to start and which direction to follow?</li> <li>• know what to do at the end of a line or paragraph?</li> <li>• recognise when meaning is lost and self-correct?</li> <li>• follow flow charts and diagrammatical sequences?</li> <li>• respond to common punctuation marks?</li> <li>• recognise common words?</li> <li>• recognise difficult or technical words?</li> <li>• comprehend what is being read?</li> <li>• recognise the author's viewpoint and whose interests are represented or not included?</li> <li>• locate important information?</li> <li>• highlight key facts, themes or ideas?</li> <li>• summarise and rephrase important points?</li> </ul>				<p><b>Have you tried:</b></p> <ul style="list-style-type: none"> <li>• activating background knowledge prior to reading the text to facilitate comprehension by:               <ul style="list-style-type: none"> <li>(a) using questioning to identify relevant knowledge</li> <li>(b) building field knowledge (content) through talking, listening, reading and writing activities</li> <li>(c) focusing discussion of texts on the major themes central to the text and how they relate to the written text</li> <li>(d) discussing pictures, diagrams, graphs etc. that illustrate the main ideas of a text?</li> </ul> </li> <li>• commencing with easier texts and progressing to more difficult texts?</li> <li>• avoiding excessive use of unknown words?</li> <li>• teaching technical or subject-specific vocabulary prior to reading the text?</li> <li>• previewing a text with students before reading it?</li> <li>• using questioning to encourage students to discuss how the text seeks to position the reader?</li> <li>• requesting students to follow the reading of others by pointing or using a sheet of paper to reveal a line at a time?</li> <li>• providing opportunities to read texts containing words that have been the focus of a lesson?</li> <li>• practising strategies such as locating factual information and finding main ideas?</li> <li>• encouraging the development of summarising and retelling skills?</li> </ul>

Writing				
	Yes	No	Sometimes	Useful teaching strategies
<p><b>When students write, do they:</b></p> <ul style="list-style-type: none"> <li>• write to achieve a specific purpose?</li> <li>• write in a variety of text types (for a variety of purposes)?</li> <li>• use sentences correctly?</li> <li>• use paragraphs appropriately?</li> <li>• spell simple words correctly?</li> <li>• spell complex and technical words correctly?</li> <li>• use punctuation accurately and with variety?</li> <li>• plan and edit their own writing?</li> <li>• edit the writing of others?</li> <li>• use the appropriate structures and language features typical of the text types that they are writing?</li> </ul>				<p><b>Have you tried:</b></p> <ul style="list-style-type: none"> <li>• establishing appropriate field knowledge prior to writing:               <ul style="list-style-type: none"> <li>(a) building on prior knowledge and experiences</li> <li>(b) providing a range of written, spoken and visual sources related to the field (videos, computer software, newspapers, magazines, diagrams, graphs, reference materials)</li> <li>(c) demonstrating how to use dictionaries, encyclopedias and other information sources?</li> </ul> </li> <li>• developing students' knowledge of text types relevant to PDHPE?</li> <li>• displaying models and discussing features of relevant text types?</li> <li>• explicitly teaching the structure and language features of the texts students are to write?</li> <li>• explaining and modelling expectations using sample texts?</li> <li>• providing opportunities for guided writing practice?</li> <li>• providing appropriate feedback for students about their writing?</li> <li>• allowing time for independent writing practice?</li> <li>• providing opportunities for students to become familiar with technical language?</li> <li>• providing scaffolds for students' writing tasks (and limiting the detail provided in the scaffold as students become more confident in their writing)?</li> </ul>



## Chapter 4: Literacy strategies in PDHPE

The following two examples illustrate some of the literacy strategies which could be included in Year 7 PDHPE programs. They demonstrate the explicit and systematic nature of including literacy strategies in lesson plans. The examples relate to the content strands of Growth and Development in the theme *Grappling with Growth* and Movement Sense, Movement Skill and Composition and Performance in the theme *Moving and Grooving*.

The activities do not make up a sequential unit of work. Rather, they include suggestions for literacy strategies which could be used in a unit of work related to growth and development or dance. The suggested literacy strategies can be transferred easily to any unit of work in PDHPE.

The activities selected reflect a particular literacy focus and concentrate on the development of students' reading, writing, speaking and listening skills. Explanations of each activity and examples of their use have been included.

The types of syllabus objectives, outcomes, content strands and key ideas which would typically accompany units of work on growth and development or dance are also listed.



# Theme 1: Grappling with growth

## PDHPE syllabus links

### Syllabus objectives

Students will develop:

- knowledge and understandings about the physical, social and emotional changes that occur throughout life
- skills in planning to influence personal development
- values and attitudes related to a sense of their own worth and dignity as individuals.

### Student outcomes (Stage 4)

Students will be able to:

- identify the physical, social and emotional needs of children and adolescents
- determine priorities for developing and maintaining healthy lifestyles
- accept themselves as they grow and change
- value the similarities and differences between themselves and others.

In order for students to achieve these outcomes, they will be involved in a range of activities, all of which will require literacy skills. For example, for students to develop knowledge and understanding about the physical, social and emotional changes that occur throughout life, they would be required to listen and talk, and read and write for a range of purposes. They would also be required to develop and interpret discussions and reports.

### Content strand

Growth and development

### Key ideas

- Patterns of growth and development follow sequences, but are unique to the individual.
- A significant number of physical, emotional and social changes occur during adolescence.

## Activity 1: Structured overview

Ask students to write down words that come to mind when they think about *growth and development*. Record each word on a separate piece of paper. Cut up small pieces of paper prior to the lesson and give each student a number of these to use.

Divide the class into small groups and get them to pool their words.

Ask the groups to organise the words into categories according to similarities.

Ask the groups to label each of the categories.

Get each group to glue their categories and words onto an A3 sheet of paper for display.

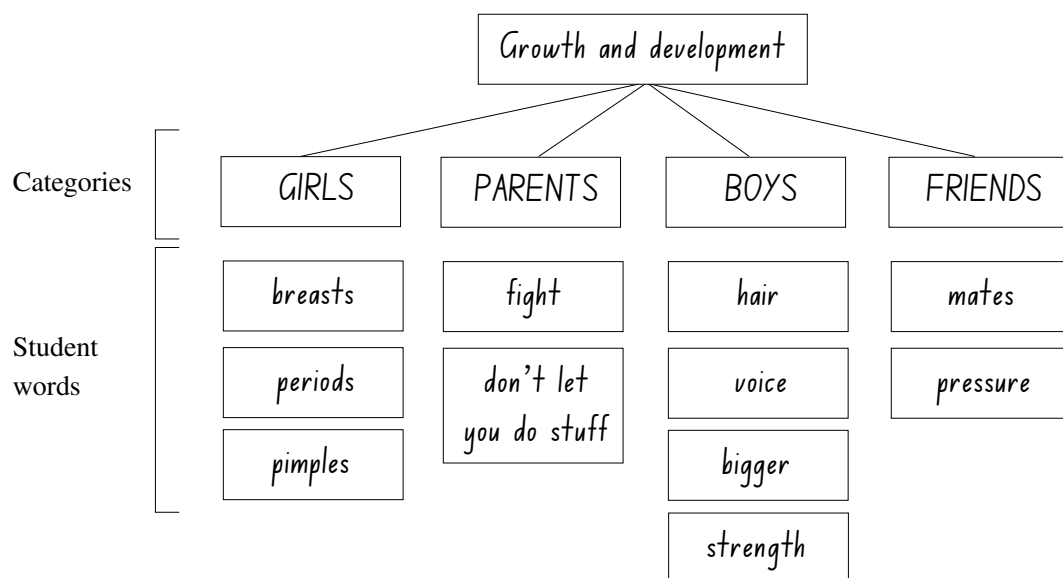
As a whole class discuss the following questions.

- Are there any common categories? If so, what are they?
- What words are mentioned by all of the groups?
- What things do we already know about human growth and development?

Ask the students to write two or three sentences highlighting what they already know about growth and development. Get them to share their ideas with another student.

### Example of a structured overview

It is a visual representation of the topic being studied. By beginning with this, students are oriented to the topic and allowed to draw from previous knowledge and understandings.



*Note to the teacher:*

*Students will probably respond using everyday language. You can provide students with the more appropriate terms.*

This activity will establish what students already know about the topic and provide a useful starting point for the following lessons.



## Activity 2: Matching

Select a range of pictures and terms which represent the stages of growth and development. Cut up the terms and pictures and mix them together in an envelope.

Hand out the picture and matching categories in the envelope. Ask each group to match the picture with the term for each stage of development. Ask the groups to place them in order according to the stages in the life cycle.

Ask students to select one major stage of growth and development and describe the dominant characteristics of that stage.

With a partner students describe two people they know who are in that stage of development.

### Example of a matching activity

This activity assists students to understand and use the appropriate technical language to describe stages of development.

*pre-natal  
conception → birth*

*infancy  
0-2 years*

*childhood  
2-12 years*

*adolescence  
12-18 years*

*young adulthood  
18-30 years*

*adulthood  
30-60 years*

*late adulthood  
60 years and over*

Graphics from Pickup, M and Sutherland, G. *In Great Shape 1*.  
Rigby Heinemann, Melbourne, 1993, p.104. Reprinted with the permission of the authors.

### Activity 3: Note making

Ask students in groups of four to write down their name and the names of other group members. Under each name, write a description of the person's physical characteristics. For example, include a description of:

- height (tall, short, medium)
- build (broad, slender, in between)
- weight
- hair colour
- eye colour
- skin colour.

Ask students to examine their lists and identify similarities and differences in the listed characteristics.

As a whole class, discuss the reasons why people differ. Identify factors that may contribute to differences.

This activity assists the development of writing. Note making is preparing brief, concise and accurate notes with a task or purpose in mind. In this activity, the students are selecting and ordering information, making judgements and becoming familiar with the content.

#### Note making examples:

*Khan*

*I have black hair, brown eyes and olive skin. I am short and skinny.*

*Nikolai*

*Jack is tall with a slender build. He has brown hair, green eyes and fair hair.*

*Robyn*

*Robyn is a blonde, with blue eyes and fair skin. She is of medium height and a little overweight.*

## Activity 4: Word wheels

Ask the students to respond to the questions:

- What is heredity?
- What does it mean in relation to your growth and development?

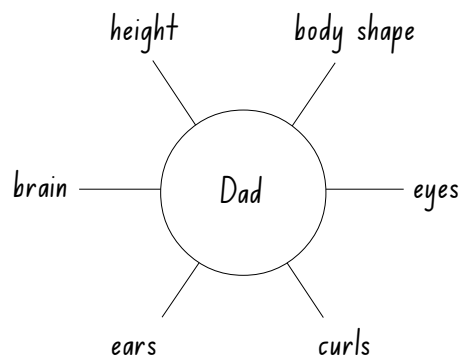
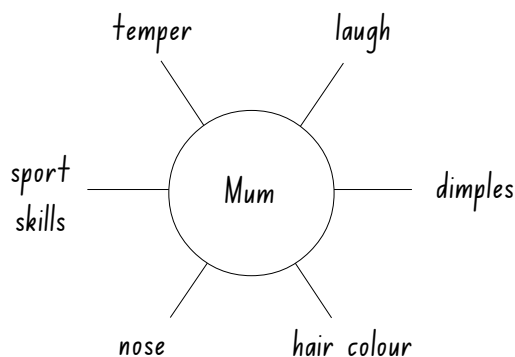
Discuss their answers.

Draw an example of a word wheel on the board. Ask students to draw two word wheels, one with the term “mother” and the other with the term “father”. Around each wheel, list the physical and personality traits you think you have inherited from each.

This strategy is useful to orientate students to the content or focus of the lesson. It activates their background knowledge.

The word wheel may be used in a variety of ways. Word wheels can be constructed as a response to a brainstorming activity, as a prelude to a mind-map, or as a quick review of topics and words already known or being discussed. They can also be used to reinforce students’ ideas or introduce a new concept, e.g. heredity.

### Examples of word wheels:



*Note to the teacher:*

*Support students as they use technical and subject-specific language. Provide vocabulary lists which students can add to during the unit.*

## Activity 5: Dictagloss

Explain to students that they are going to undertake a dictagloss activity. Remind them that in this activity they are to jot down key words and points from a passage which is read to them.

At the conclusion of the reading, students break into small groups and work together to reconstruct the passage in their own words. Each individual must record the group's reconstructed passage.

Select a representative from each group to read the completed passage back to the class.

You may wish to compare the students' versions with the original and discuss the strategies students used to reconstruct the text.

Dictagloss is a very useful technique that assists students to use language in order to learn. The steps in using a dictagloss are outlined below.

1. A short text is read to students at normal speed, while they listen.
2. The text is read again and the students take note of key words and phrases.
3. Working in small groups, students pool their notes and attempt to reconstruct a version of the text from their shared notes and understandings. The student version should contain the main ideas of the text.
4. Some of the versions which the groups constructed are discussed and students are asked to adjust their own text in the light of the discussion.
5. Students are told that it is not necessary to come up with a word-perfect copy of the script. Rather the understanding of the passage is the key to this activity.

### Example dictagloss: Hormones and heredity

*To understand how we grow and develop, we need to understand how some factors affect growth and development.*

*Chemical substances called hormones are produced in the glands of the body. The female hormone called oestrogen is produced in the ovaries and the male hormone testosterone is produced in the testes. When these hormones are released from the sex glands, many physical changes occur to the body. These changes are called secondary sex characteristics and the stage of development is called puberty.*

*Heredity can also influence how a person will grow and develop. Hereditary factors cannot be changed because they are the result of genetic information that was passed on to individuals by their parents before birth. The environment can also affect the rate and type of growth and development that individuals experience.*

## Activity 6: Think-pair-share

Ask the students to refer to their word wheels and vocabulary lists to write down a simple definition of what they think the terms “puberty” and “adolescence” mean. Use the process of “think-pair-share” to arrive at a suitable definition.

With the person sitting next to them, students agree on acceptable definitions for “puberty” and “adolescence”.

Two pairs join up to make a group of four. The same process is repeated, with consensus on the definitions being reached. Discussion as a class can follow.

Invite students to read their definitions to the class.

“Think-pair-share” is a simple technique used to assist students with the meanings of various terms. It encourages students to build on known concepts and understandings by discussing their ideas with other people. The aim of “think-pair-share” is to reach consensus, with a partner, then as a group, on the meaning of a particular term or topic.

“Think-pair-share” is endless... Groups of four can become groups of eight and so on, depending on the nature of the original task.

### Example of group definition following think-pair-share:



*Changes to my body at a certain age.*



*The time between being a child and an adult. We face many problems in this stage.*

## Activity 7: Matching exercise

Use an overhead, diagram or scientific model to explain and locate the different parts and functions of the reproductive system. When students have an understanding of these components, try a matching exercise to reinforce what they have learnt.

Make up a worksheet for a matching exercise on the components of the male and female reproductive systems. In this activity students are to match the term listed in the left-hand column with its function listed in the right-hand column. Students are working on their understanding of specific terminology in PDHPE.

Hand out blank pictures of the male and female reproductive systems. Ask students to use a pencil to complete the names of the parts indicated on each of the diagrams. Explain that by carefully considering the description and looking closely at the diagrams, they will be able to name accurately each of the identified parts.

Matching exercises encourage students to think about terms and their definitions and give students the opportunity to demonstrate their understanding of the terms.

### Example of a matching exercise:

#### Match it

Match the left-hand column with the description on the right-hand side.

Female	
urethra	the canal through which a child is born and through which blood passes during menstruation.
vulva	the tube along which the ovum passes from the ovary to the uterus.
ovary	a small, highly sensitive pea-shaped organ full of nerve endings.
bladder	the tube through which urine passes from the body.
clitoris	the female sex gland that produces the ova and the female sex hormone, oestrogen.
cervix	has no reproductive function. It stores urine.
uterus	a thick walled organ made of muscle and shaped like a pear. It houses a developing baby.
Fallopian tube	the neck of the uterus where it connects to the vagina.
vagina	the flaps of skin that are found outside the body and protect the genital area.

**Activity 7: Matching exercise (continued)****Male**

urethra	it adds more fluid to semen and stores semen until it is forced out of the penis during ejaculation.
vas deferens	has no reproductive function. It stores urine.
testes	a skin pouch hanging between the legs that holds the testes.
scrotum	the male sex organ.
epididymis	the tube along which sperm and urine pass from the body.
seminal vesicles	the male sex glands that produce sperm and the male hormone, testosterone.
penis	the tube that carries sperm and semen from the seminal vesicles and testes.
prostate gland	two small glands that produce semen for the sperm to survive in outside the body.
bladder	a series of tiny tubes where sperm cells mature and which link the vas deferens to the testes.

## Activity 8: Vocabulary grid

Get the students to set up a vocabulary grid in their workbook. In this activity, students list the technical terms in one column of the grid and then list the everyday use of the technical term. By relating a technical term to a known variety of words, students enhance their knowledge of the technical term. Students can add to the list each lesson, reinforcing their understanding of technical words as the unit progresses.

A vocabulary grid is used to help students understand the meaning of technical language.

### Example of a vocabulary grid:

An example of a vocabulary grid used in growth and development would be:

<i>Everyday words</i>	<i>Technical words</i>
<i>growing, changing, developing</i>	<i>puberty</i>
<i>pimples, blackheads, crater face</i>	<i>acne</i>
<i>mates, buddies, the group</i>	<i>peer group</i>



## Activity 9: Cloze

Distribute a copy of the cloze passage to each student. This is a reading passage from which words have been systematically deleted.

Ask the students to complete the passage.

When students have completed the cloze, correct the answers. Give students the opportunity to justify their choices.

A cloze procedure refers to a reading passage from which words have been systematically deleted. The reader is asked to fill in the spaces.

Cloze procedures force students to use their understanding of syntax, grammar and semantics to make meaningful attempts at the missing word. This type of exercise slows down the reading so that students concentrate on the meaning of the text.

Steps for using a cloze passage include:

1. Design the cloze passage. Have a clear purpose in mind and design the cloze accordingly. For example, is the cloze for testing content knowledge or for practising the use of technical terms?
2. Encourage the students to use context clues by taking care to delete words that can be replaced by reading the surrounding text (context).
3. Encourage students to read beyond the deletion so they process the clues available in both the prior and subsequent contexts. Inexperienced readers tend to make decisions using only the context which occurs prior to the deletion.
4. For this activity to be really worthwhile, students should also have the opportunity to discuss and justify their choice of insertions.

Some variations when using a cloze passage are:

- including the first letter of the missing word
- including dashes to indicate the number of letters in each missing word
- providing a word bank of deleted words with a few distracters.

**Example of a cloze passage:****Secondary sex characteristics**

Fill in the blank spaces by selecting the appropriate word from the word bank.

At puberty the \_\_\_\_\_ gland produces \_\_\_\_\_ that stimulate the production of \_\_\_\_\_ in the boys' \_\_\_\_\_ and cause the \_\_\_\_\_ in the girls' \_\_\_\_\_ to mature. At the same time production of the hormones \_\_\_\_\_ (in boys) and \_\_\_\_\_ and \_\_\_\_\_ (in girls) begins. It is these hormones that are responsible for the \_\_\_\_\_ of the obvious bodily \_\_\_\_\_ of the adult \_\_\_\_\_ and \_\_\_\_\_. These are referred to as the \_\_\_\_\_ sex characteristics. The \_\_\_\_\_ sex characteristics are the actual \_\_\_\_\_ systems.

**Word bank:** ova, development, sperm, hormones, female, pituitary, secondary, oestrogen, testes, characteristics, male, reproductive, testosterone, ovaries, primary, progesterone.

## Activity 10: Venn diagram

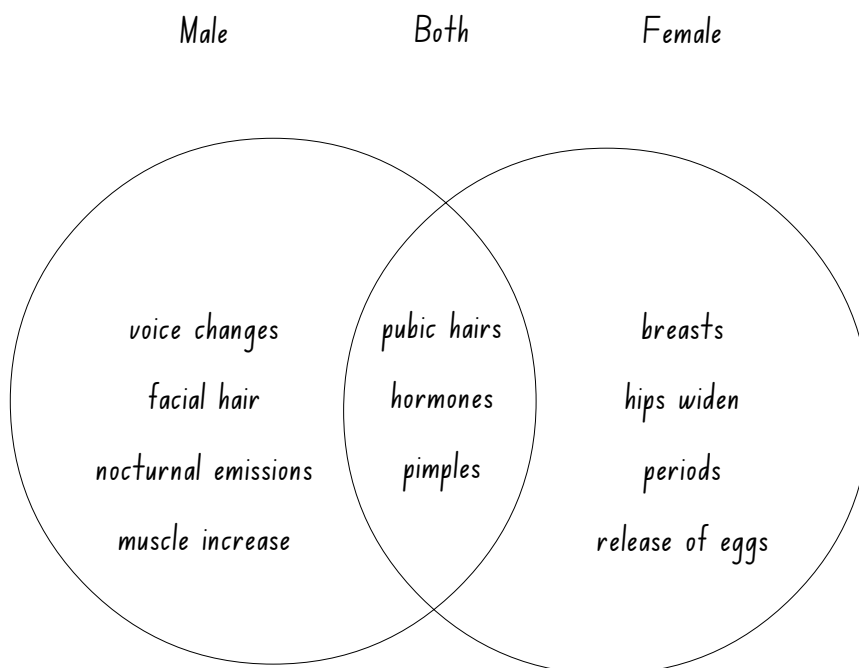
Write the headings “male” and “female” on the board. Explain that once the reproductive system commences maturation, a number of more obvious physical changes occur to the body.

Organise the students into groups of three. These will be the students’ home groups for the rest of the lesson. Ask the students to list on butcher’s paper the physical changes that occur to both males and females. Each group should nominate a scribe and a reporter.

Hang the butcher’s paper around the room. Draw a Venn diagram on the board. Explain to students that each circle represents exclusively the physical changes experienced by males and females during puberty. The intersection of the circles represents the changes experienced by both. Using the information listed on the butcher’s paper, students complete their Venn diagram by comparing and contrasting physical changes during puberty.

Venn diagrams are useful tools to enable students to compare and contrast information in a visual form.

### Example of a Venn diagram:



## Activity 11: Jigsaw

Divide students into groups of three. Tell the students that these are their home groups. Ask students in their home groups to number themselves 1, 2 and 3. Ask all the “ones” in the room to form a group, the “twos” to form a group and the “threes” to do the same. Depending on the size of the groups, these may be split in half. Students have now been arranged in their expert groups for a jigsaw activity.

Give each group resource material on the physical, social and emotional changes that occur during puberty. Some focus questions may be included with the material to focus students’ thinking. Tell the students that they are becoming experts on their particular topic and that they should note down key words and ideas that relate to the topic of change. They should discuss and clarify the concepts and understandings as a group.

Tell students to return to their home groups. In their group of three they are to share with the other two members of the group the information that they learned as an expert. Students should jot down the important points and key words mentioned by their peer tutor. Discussion about the changes amongst the group should be encouraged. Students should complete their summaries.

In a jigsaw activity, groups of students read different but connected passages, each of which supplies some part of what they need to know. Students must bring an understanding of their passage to share with their home groups.

Provide key words to direct and focus students’ thinking. For example:

<i>Social changes</i>	<i>Emotional changes</i>	<i>Physical changes</i>
<ul style="list-style-type: none"> <li>- family</li> <li>- friends</li> <li>- independence</li> </ul>	<ul style="list-style-type: none"> <li>- moods</li> <li>- feelings</li> </ul>	<ul style="list-style-type: none"> <li>- hair growth</li> <li>- voice deepens</li> </ul>

### Jigsaw organisation:

Home groups	→	Expert groups	→	Home groups
$\begin{pmatrix} \times 1 & & \\ & \times 2 & \times 3 \end{pmatrix}$		$\begin{bmatrix} \cdot 1 & \cdot 1 & \\ \cdot 1 & & \cdot 1 \end{bmatrix}$		$\begin{pmatrix} \times 1 & \times 2 & \times 3 \end{pmatrix}$
$\begin{pmatrix} \times 3 & \times 2 \\ & \times 1 \end{pmatrix}$		$\begin{bmatrix} \cdot 2 & \cdot 2 & \\ \cdot 2 & & \cdot 2 \end{bmatrix}$		$\begin{pmatrix} \times 1 & \times 2 & \times 3 \end{pmatrix}$
$\begin{pmatrix} \times 2 & \times 3 \\ & \times 1 \end{pmatrix}$		$\begin{bmatrix} \cdot 3 & \cdot 3 & \\ \cdot 3 & & \cdot 3 \end{bmatrix}$		$\begin{pmatrix} \times 1 & \times 2 & \times 3 \end{pmatrix}$
$\begin{pmatrix} \times 1 & \times 2 \\ & \times 3 \end{pmatrix}$				$\begin{pmatrix} \times 1 & \times 2 & \times 3 \end{pmatrix}$
$\begin{pmatrix} \times 3 & \times 2 \\ & \times 1 \end{pmatrix}$				$\begin{pmatrix} \times 1 & \times 2 & \times 3 \end{pmatrix}$

## Activity 12: Pass the paragraph

Hand out blank pieces of A4 paper to each class member. Divide the class into groups of 4 or 5.

Introduce the topic “*Jess reaches puberty.*” Ask students to write this heading on their sheets. Set a time limit for students’ writing (2-3 minutes).

Each group member writes an opening paragraph, or you may wish to write a generic opening paragraph for the class. After 1-2 minutes the paragraph is passed to the person on the right and a second paragraph is written as a continuation of the first.

Repeat the procedure until all students in the group have contributed. Share completed stories at the end with each group and the rest of the class. Ask each group to select the best work sample and discuss their reasons for selecting the piece of work.

Pass the paragraph is a recall and writing activity. In this context, students are expected to recall facts related to the physical, social, emotional and intellectual changes that occur during adolescence.

Students should be encouraged to:

- write sentences or paragraphs that make sense
- link their paragraph to the preceding paragraph to demonstrate continuity of thought
- use their knowledge and understandings of the topic in their writing.

### Example of pass the paragraph:

*Jess reaches puberty*

*There are many changes that are happening to Jess. These include physical, social, emotional and intellectual changes. Everybody goes through these changes. Jess is not alone.*

*The physical changes that Jess will experience result from the hormones her body is starting to release. These hormones are oestrogen and progesterone.*

***Jess will get her periods, develop breasts, get pimples and her hips will widen. But this is normal. She may also get very emotional sometimes.***

### Activity 13: Group discussion

Divide the students into two groups, a boys' group and a girls' group. Get the groups to sit on opposite sides of the room. Ask each group to nominate a scribe and a presenter.

Write the topic for discussion on the board.

- What feelings do girls have about experiencing the changes of puberty?
- What feelings do boys have about experiencing the changes of puberty?

Ask each group to discuss the question and record their findings.

After discussion time, each presenter reports the group's findings to the class. Hang up the butcher's paper containing the findings around the room.

To assist students in full discussion of their topic, you might suggest that they list the changes that happen to them and what feelings they have about each of those changes. Some feelings may be good, whilst other feelings may relate to concern about the changes.

Talking and listening during group discussions are important skills in PDHPE. To comprehend what they have heard, students need to select information they wish to process, interpret and record. Students need opportunities to interact in both formal and informal situations in order to develop these skills.

#### Example of findings of a group discussion:

*What feelings do girls have about experiencing the changes of puberty?*

- Scared
- I'm different from others
- Why me?
- Is this normal?
- Confusion
- Embarrassment
- Anxiety

*What feelings do boys have about experiencing the changes of puberty?*

- Anxious
- Worried
- Am I normal?
- Embarrassing
- Exciting
- Confusing
- Don't want to hang with mates: girls rule

## Activity 14: Mind maps

Draw a sample mind map on the board. Ask students to complete a mind map of feelings related to puberty. The feelings of both boys and girls should be recorded on the mind map.

Get the students to start in the centre of the page with the heading “Feelings about puberty”. From the centre, add the subtopics of female and male. The students add the appropriate details to the branches.

A mind map is a creative pattern of connected ideas. It is sometimes referred to as clustering or mapping.

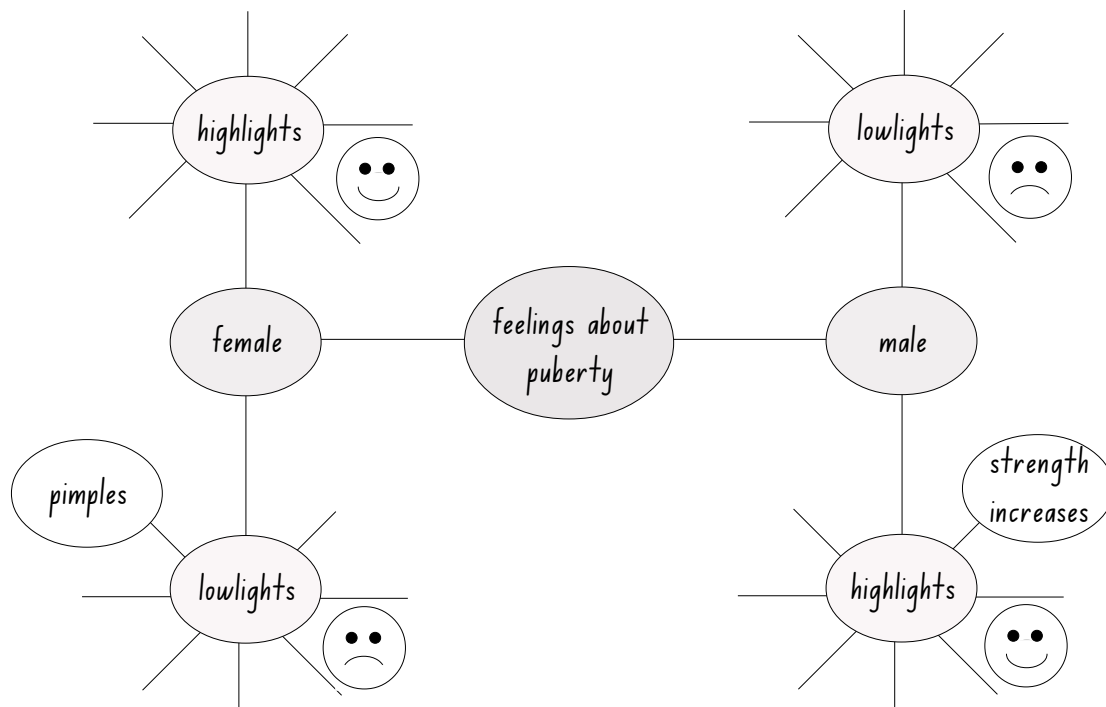
Mind mapping activities allow students to:

- select and order important information in a meaningful way
- become familiar with the content and language of a topic
- make judgements about the content and its relationship with other content
- prepare for joint or independent writing tasks.

Mind maps can be constructed in the following way.

1. Start with a topic and enclose it in the centre of the page.
2. Add branches to hold key subtopics.
3. Add appropriate details to the branches.
4. Personalise the mind map with colour, diagrams, differing writing styles and symbols and shapes.

### An example of a mind map:



## Activity 15: Sequencing

Issue each student with a slip of paper with a sentence written on it. Explain that the aim of the activity is to reconstruct the paragraph in the correct sequence. This will be done by the students reading and discussing each of their sentences.

Once they have decided the sequence of the sentences, get them to stand in the correct sentence order.

For large classes, have two copies of each sentence numbered 1 and 2. All the “ones” attempt to sequence their sentences as a group. Repeat for the “twos”. When the paragraphs have been successfully reconstructed, ask students to read their sentences in turn so that the whole paragraph is heard.

You may like to vary this strategy by allocating a word that is part of a sentence. Students physically move to place themselves in the correct order to construct the sentence. Alternatively, allocate sections of the text to groups of students and ask them to reconstruct the text. Ask students what clues within the text enabled them to decide the order.

Sequencing requires students to use their understanding of the context and grammar to reassemble a text.

To complete this activity:

1. Cut up texts into stages, paragraphs, or sentences.
2. Ask the students to reassemble the texts in the correct order.

There are a variety of methods for sequencing activities. These include:

- placing strips on an overhead, for the text to be sequenced jointly by the teacher and class
- providing sentence strips on paper for individual or small-group work
- providing sentence or paragraph strips on cardboard for whole-class work.

### Example of sequencing activity:



#### *The female reproductive system*

*The reproductive system begins at a time called puberty which occurs during the adolescent years.*

*It takes a few years after puberty before we become fully mature sexually.*

*Eggs, called ova, are stored in the ovaries, and once a month one egg matures and is released.*

*This process is called ovulation.*

*After the egg is released it travels along the Fallopian tube into the uterus.*

*If the egg is fertilised by a sperm along the way it attaches itself to the lining of the uterus.*

*If the egg is not fertilised it passes out of the female's body.*



## Activity 16: Locating information

Ask students to think of ways they can make puberty and adolescence as free from stress as possible. Ask them to jot down their ideas in their books.

Distribute the “Jumbled Jacinta” story to each student. Students may work in small groups to read the text. For students experiencing difficulties, you could provide a taped version of the text for them to follow.

Distribute the “Jumbled Jacinta” activity sheet and explain the activity to the students. From the story, students are to identify five coping mechanisms mentioned in the text that help Jacinta feel better about her problems.

Ask students to list these coping mechanisms on their activity sheet and then rank them from 1 to 5 in their order of preference (1 for most preferred and 5 for least preferred).

Discuss the answers as a whole class. Consider the following questions:

- Why do we need to know how to cope with the changes that we are going through?
- What would happen to us if we just tried to ignore the changes and not deal with them?
- What is the most difficult aspect of puberty to cope with?
- What is a good way of dealing with puberty?
- What is your preferred strategy for coping with changes? Why?

“Jumbled Jacinta” is a simple strategy for encouraging students to locate and select appropriate information in a particular context. All of the answers are provided within the text. Students need to be able to identify the information from the context within which it is written.

### An example:

#### *Jumbled Jacinta*

*Jacinta was having a difficult day because she was feeling pretty upset about the way puberty was making her feel. Jacinta fell over in physical education but felt better when she thought about it later because it was really quite funny and she had a good laugh about it. One of her classmates, Andrea, spent the maths period teasing her about her pimples. She also teased her about her height because she was taller than everyone else. When she talked to her Mum about her pimples, she felt better because her Mum gave her some special face cream that would help to clear up the pimples. Jacinta decided not to worry about her height because Andrea was short anyway and was probably jealous. Besides, maybe some day she could be a good basketball player.*

continued...

Jacinta was upset because of an argument with some of her friends. It seemed that all that Jacinta and her friends had fun doing lately was arguing about silly things. The argument was happening before PDHPE so the usual run-around and fun games that Mrs Mackinlay made the class do made her forget about her fight and actually feel better about herself. Then, of course, she fell over, but that was okay because she didn't hurt herself. Jacinta was still worrying about the argument that she was having with her friends that night when one of them rang. It was quite funny really, because by talking to Stacey, Jacinta realised that she wasn't the only one feeling a bit awkward, embarrassed and upset at the moment.

Jacinta had noticed that her body had been changing quite a lot recently. She was getting extra hair on her body and funny feelings inside every now and then. When Mrs Mackinlay started a new PDHPE unit on "changing bodies" Jacinta realised that what was happening was normal and that it happened to everyone at some time. Mrs Mackinlay made such a lot of sense sometimes. Jacinta couldn't always work out why she felt "jumbled" and awkward sometimes, but she knew that her problems weren't always so bad.

*Note to teachers:*

*You may wish to provide another similar text featuring a boy.*

### Activity sheet

Jumbled Jacinta	
How Jacinta dealt with change	How I deal with change

### Activity 17: Report writing

Inform students that they will be writing an information report about puberty and adolescence, using the knowledge they have gained during the unit. In preparation for writing the report, they will preview an information report and review its characteristics.

Ask students to have their report scaffold in front of them. Use sentence beginnings in the construction of the scaffold to assist students in the report writing process.

Get the students to structure their report using the scaffold as a guide. Once the report has been completed in the scaffold, ask them to use a critical friend to check their work.

An information report is essentially a description that classifies and describes things in general and specific terms.

In order to describe and classify, reports are frequently structured in the following way.

1. A general statement or classification: this section of the text classifies the thing being described, locates it in time and space and can preview the rest of the description.
2. The description: this section of the text sets out the description in the report. Typically it consists of paragraphs that deal with a different aspect of the description.
3. Each paragraph usually contains a sentence which previews the information in the rest of the paragraph. This sentence is called a topic sentence.

The language that features in the report tends to be technical in nature. The report will be written in the simple present tense (“puberty occurs when”, instead of “when puberty occurred”) and will use generalised terms that are not evaluative, e.g. “adolescents” not “my awful adolescent cousin”.

Scaffolds are a very useful technique for helping students to produce appropriate texts. Scaffolds are frameworks which show students how to build a text in response to a question or topic. As questions vary, scaffolds will also vary according to the question asked and the purpose for writing.

### An example of a scaffold for an information report:

*Puberty is a time between childhood and adulthood when boys and girls go through lots of changes. The changes can be to the body or involve family and friends.*

General introductory statement that classifies what will be described and previews the rest of the report.

*The changes to the body...*

*Relationships with the family...*

*During puberty and adolescence, friends...*

Add topic sentences to guide students

Description broken into ideas and themes by using paragraphs.



# Theme 2:

## Moving and grooving

### PDHPE syllabus links

#### Syllabus objectives

Students will develop:

- knowledge and understandings about the capabilities of the body in motion
- knowledge and understanding about the principles and practices involved in the development of movement skill
- skills in moving with competence and confidence
- values and attitudes related to a commitment to realising their movement potential.

#### Student outcomes (stage 4)

Students will be able to:

- identify ways in which they can express ideas and feelings through movement
- identify specific movement skills involved in dance
- utilise the elements of space, quality, time, flow and rhythm to solve movement tasks
- respond to new movement tasks in known and unknown situations
- strive to achieve quality in personal performance.

In order for students to achieve these outcomes they will be involved in a range of activities, many of which will require literacy skills. The emphasis of this theme is on developing students' oral language skills, particularly their ability to use the language of dance appropriately. They will also be involved in many cooperative activities which will require them to describe, explain and instruct. They will be reading and writing procedures and recounts.

**Content strands**

Movement sense

Movement skill

Composition and performance

**Key ideas**

- Exploring space, time, force and flow is fundamental to the development of movement sense.
- Movement sense is enhanced by the individual's creative response to different stimuli and environments.
- Stylised locomotor and non-locomotor skills underlie dance.
- Combining movement skills with the elements of composition will enhance the quality of performance in dance.

## Activity 1: Noughts and crosses

Draw up some “noughts and crosses” grids in the hall, on the basketball courts or in the work area. Divide the class into groups of 10 (5 girls and 5 boys per group).

Explain to students that no one can speak during the game. Ask the girls and boys to nominate themselves as either noughts or crosses. In single sex classes or where there is a disproportionate number of either sex, you may wish to use braids or bibs to designate the groupings.

Ask each group to assemble at one of the “noughts and crosses” grids.

Direct students to play noughts and crosses by moving themselves into the grid.

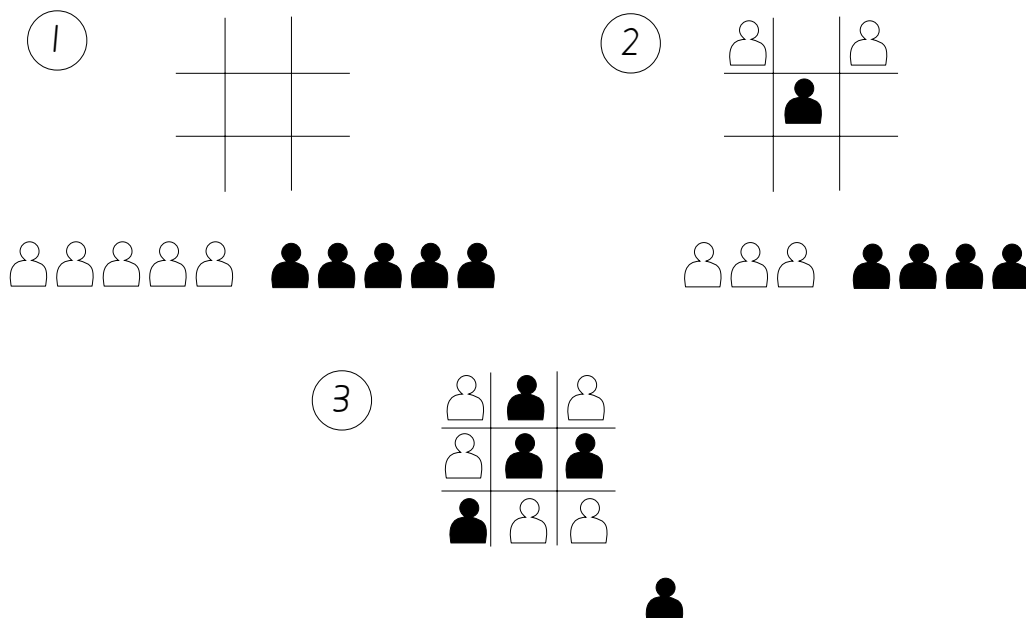
Inform students that the normal rules for noughts and crosses apply.

At the conclusion of the activity ask the following questions:

- What is the purpose of playing noughts and crosses?
- How is our movement affected in the game?

Noughts and crosses is a non-verbal communication activity. The aim of the activity is for students to interact, develop communication skills and a sense of space. There are definite limitations to where students can move, so students need to conceptualise group relationships.

### An example of noughts and crosses:



## Activity 2: Alphabet action

Allocate to each class member a letter of the alphabet. Ask students to determine an action for their letter. For example, “a” might be represented by an arm waving across the front of the body, “b” might be a bottom wiggle, and so on.

Request students to demonstrate their action for the class. Get the class to perform the alphabet in the correct sequence.

A variation of this could be to work in small groups. Divide the students into groups of 3 or 4. Inform the students that their original letter is no longer important.

Ask the groups to think of a word that is spelt with the same number of letters as members in the group. Each group is to use representative actions to spell their word. The sequence of letters can be performed in unison by all group members or individually.

After a practice period, ask groups to move around the room and perform their word. The non-performing group has to try to guess the word that is being spelt.

Some questions to consider include:

- What types of actions were good for representing letters of the alphabet?
- What are the characteristics of these actions (e.g. non-locomotor, simple)?
- What were the important features of performing a “word”?
- How could you make links between the letters?

An extension of this could be to make simple sentences. Ask students to think of a simple sentence. Allocate a word from the sentence to each group. Ask the groups to determine the actions required for spelling their word. Get the groups to perform their words in the correct order to “spell out” the sentence.

Alphabet actions serve dual purposes and can be related to two contexts. In a dance context, alphabet actions encourage students to experiment with different kinds of non-locomotor skills. By performing the alphabet, students are forced to form basic movement sequences. When creating words, students must consider how to link individual movements and how the members of the group relate to each other. For example, do individuals perform single actions in canon (where students in succession perform the same movements) or do groups perform in unison?

In a literacy context, alphabet actions force students to develop simple spelling and communication techniques. In the performance of a spelling routine, students who are performing are responsible for communicating their actions clearly, and students who are watching are responsible for deconstructing the actions to make sense of them as a sequence of letters, putting them together and spelling a word.

Creating simple sentences assists students to:

- continue on a simple dance-making process, where actions are linked and sequenced in a particular way to spell out the sentence
- recognise how to form simple sentences.

Following is an example of a sentence which could be used in this way:

*The black cat slinked sneakily up on the mouse.*



### Activity 3: Recount

All students in the class assemble in a central location, facing the overhead projector.

Demonstrate writing a recount on an overhead.

Explain the purpose and language features of a recount.

As a group, the class sorts out the order of events so that a recount of the lesson can be written.

Discuss the completed recount and give reasons for the order of the activities.

Alternatively, you may wish to make an OHT of the following student work sample to demonstrate the structure and language features of a recount.

Recounts are retellings of past events. They are usually written as a series of events in the order in which they happen. In PDHPE, teachers may use recounts to review past work with students, to retell what was expressed in a video or performance, or to record key aspects of an excursion.

#### Structure of a recount

A recount begins with an orientation. This tells us about *who*, *what*, *where* and *when*. It helps the reader to locate the events in time and place. This is followed by the retelling of the events in sequence.

#### Language features of a recount

- The past tense is used to relate events.
- Descriptive words are used to construct a detailed picture of the world in which the events are taking place.
- Time words are used to link events in sequence, e.g. *then*, *next*, *afterwards*, *finally*.

In this situation the event is the initial dance lesson and the aim is to have the students retell their activities in the correct sequence.

### Example of a recount:

Here is a student's work sample showing some features of a recount.

**orientation**  
who,  
what,  
when,  
where

when      who      what      where

Today we had a "moving and grooving" lesson in the hall. It was the first one we have had and we did lots of **fun** activities.

## events in sequence

After we changed, we played a game of noughts and crosses using boys and girls as the noughts and crosses. Boys were crosses and girls were noughts. Then Mr Callaghan gave us all a letter of the alphabet and we had to make up an action for that letter. After we performed the alphabet we made words in groups. We then had to try and guess what words were being spelled by other groups by watching their crazy actions.

Finally we tried to act out sentences, but we weren't **very**  
**good** at it.

\_\_\_\_\_ past tense verbs

☐ time words to link events

**bold**      descriptive words

**Activity 4: Together, together**

Ask the students to jump on the floor twice (jump, jump). This action of jumping on the floor twice represents the chorus of “together, together”.

Each student must add a new action to the chorus, and the evolving song is to be performed in unison by the class. The chorus of the song is the “together, together” action and the words for the song are other actions that follow the chorus.

Ask the students to contribute other actions, for example, a clap, wiggle, kick, head nod and so on. An external stimulus, for example a drum beat or a song with definite rhythm, can be included to assist students in the development of timing and rhythm.

Students can stand in a free spacing arrangement or in a set format, such as a circle.

By participating in “together, together” students are learning basic structures and sequences and are updating their store of body actions. In a literacy context, students are developing their sequencing and ordering skills.

Music or a stimulus can be used here to assist students in learning to perform in time to a set beat and tempo.

## Activity 5: Making shapes

Hang sheets of butcher's paper around the room with the words, "strong", "weak", "high", "low", "over", "under", "up", "down", "small", "large" printed on them.

Tell the students that they are going to start making shapes to represent each of the words.

Ask the students to think of the important features of each word and what type of shape it could be transformed into. Tell the students that they have to use their body to communicate the meaning of the word.

With a partner get the students to perform some of their shapes. The partner has to guess which concept is communicated by the shape. After a period of time, get them to swap roles.

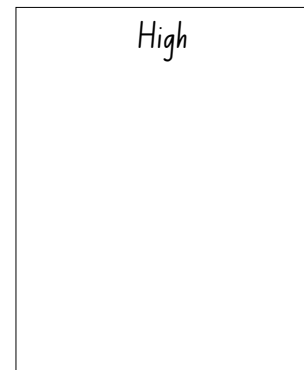
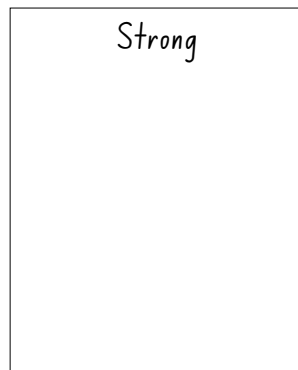
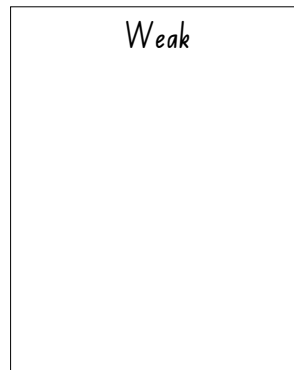
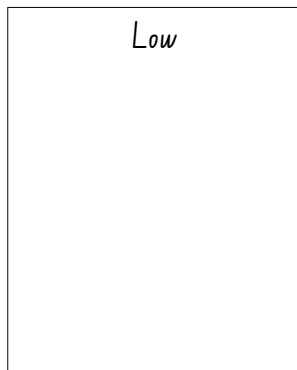
Students can also make a mini-routine consisting of two or more shapes. Practise the mini-routine and then join with another group of two and take turns performing shape routines.

The list of shape words suggested here is not exhaustive. You may have other words that you want students to consider.

In a dance context, students are investigating aspects of the quality of movement. In a literacy context, students are conceptualising the images that are associated with particular words.

Communication and negotiation skills continue to be developed in these activities as shapes are shared and developed.

### An example:



## Activity 6: Picture response and mind maps

Divide the class into groups of four. Without showing everyone, hand each group a picture. This could be a picture of a sporting event, dance performance or recreational activity.

Ask each group to list all of the words that relate to that picture. They can record these in their books. Now get them to think about the words, the actions and the shapes that match the meaning of the picture.

Ask students to perform their response for another group. Each group must respond to their performance. The group watching asks questions of the performing group. Some examples include:

- What words did you relate to the picture?
- Why did you select these particular words?
- What actions and shapes did you use to represent the words and picture?
- Why did you think that these actions and shapes were appropriate?
- How did you feel when performing the mini-routine?

Students may have some difficulty in knowing what to ask of the other group. If you provide students with support, such as discussing the types of questions to be asked or handing each student a question sheet, they are more likely to have a realistic and purposeful discussion of what they're doing and help each other to make sense of their response to the picture.

Encourage students to develop a group mind map related to the qualities and actions that they relate to their picture. By writing down the words and actions that they associate with their picture, students are making sense of the context in which they are being asked to perform.

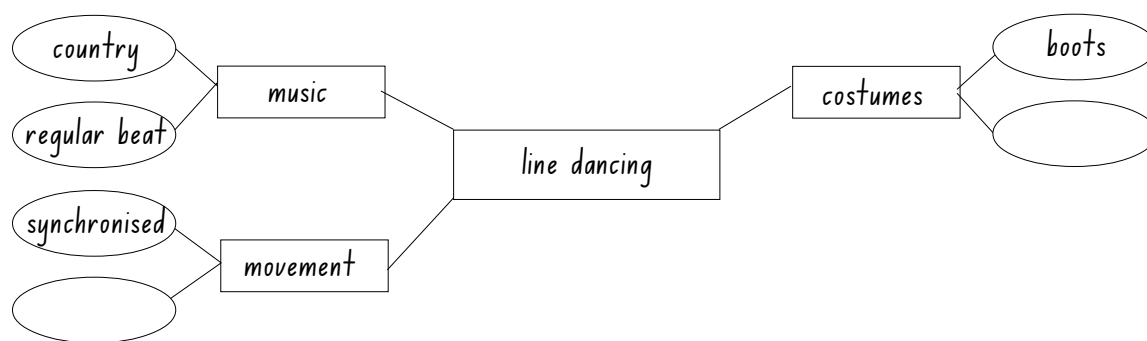
A mind map enables students to:

- select and order information
- become familiar with content and language of the topic
- demonstrate relationships between parts of the topic
- prepare for joint or independent writing tasks.

Once they understand the context, students should find it easier to sequence some of their actions and shapes in a mini-routine.

By encouraging discussion between groups, students are continually developing their own understanding of the context in which they are performing. They can also predict the appropriate actions and movements in that context. Confidence in simple dance-making and performance is also developed in these small-group activities. Have students design a simple movement sequence that represents the action and feeling in their picture stimulus.

### An example of a mind map



## Activity 7: Task card activities

Hand each student a task card of ten movement instructions. Organise music for this activity.

Tell the students to start at number one and move through the instructions in numerical order. When the music stops, students end their actions to the first instruction; they begin their next action when the music recommences. Inform the students that they will have only 15-20 seconds for the performance of each instruction.

Following completion of the ten instructions on the card ask students to consider the following questions:

- In what ways did you move around the room? (locomotion)
- What actions did you perform when your instruction asked you not to move anywhere? (non-locomotion)
- To what areas of the room did you move?
- Were you limited by any of your instructions?
- Were you limited in ways other than by your instructions?
- In what other ways were you limited? (space)
- In which direction did you move?
- Were you limited by the direction in which you could move? (direction)
- Did you have instructions that told you to relate to someone else in the room?
- In what ways were you asked to relate to them? (relationships)

Reading the task cards involves an understanding of the specific instruction and a conceptualisation of what the instruction means in terms of movement. The task cards can be created by the teacher or students. It is important in this activity for students to read the instructions carefully, so that they can perform in a way that communicates to any observer what the instruction was.

The task cards should contain very simple instructions. Generate a list of 30 instructions and then order them on the task cards in the following way:

- Card 1: Instructions 1 to 10
- Card 2: Instructions 2 to 11
- Card 3: Instructions 3 to 12 and so on.

### An example of a task card:

1. Copy the way someone else is moving.
2. Move in a forward direction.
3. Be strong in the way that you move.
4. Perform some actions without moving.
5. Do the total opposite of what someone else is doing.
6. Move so that you are always facing one wall.
7. Don't move more than 1m away from where you are, but do move.
8. Move so that you are going backwards.
9. Hop towards a friend.
10. Slide along the floor.

## Activity 8: Word wheels

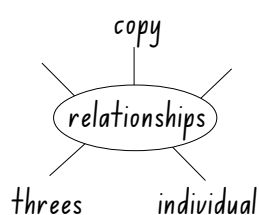
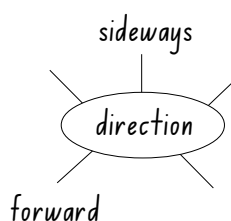
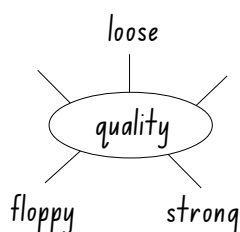
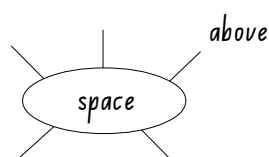
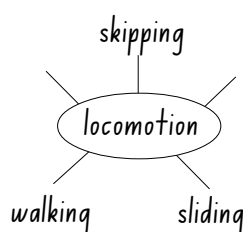
Brainstorm the factors you need to consider in movement. Draw and discuss the characteristics of a word wheel.

Ask students to complete word wheels related to each of the terms: locomotion, non-locomotion, space, direction, quality, etc.

The word wheels can be constructed individually or by the whole class.

Asking students to construct word wheels assists them in their conceptualisation and understanding of the important elements of dance.

### Example of word wheels:



## Activity 9: Pass the paragraph

Inform the students that they are going to do some simple choreography.

Break the students into small groups of 3-4 and provide them with butcher's paper and a pen.

Ask the students to make up a simple sequence that involves four steps or movements that can be performed to the music being played. Once developed, this sequence is to be written on the butcher's paper. Get all groups to complete the task.

After a set time, each group passes their butcher's paper (with the dance instructions) to the next group. Tell the groups that they must perform the written sequence and then add another sequence of four different steps or movements. This new sequence must be clearly written after the first sequence. Play the music so that students can perform their two sequences in time to the music. Allow the students some time for re-shaping their routines and instructions.

When the music stops, the instructions get passed on in the same direction. The groups repeat the process, this time adding a third sequence and set of instructions.

Continue with this process until the butcher's paper returns to its original group. Get the groups to perform their entire routine.

"Pass the paragraph" has a dual purpose. In a dance context, the activity is stressing the development of simple choreography skills. Students should be encouraged to develop sequences that flow and that incorporate the elements of dance. Students should also be encouraged to "keep it simple" so that the instructions can be easily followed.

In a literacy context, students are learning how to write instructions for each other using the procedural text type. Students are being encouraged to contextualise in writing what their body is doing. Instructions need to indicate clearly what their bodies are doing in terms of movements, direction, relationship with others and the order of performance, so that others can follow the directions.



## Activity 9: Pass the paragraph (continued)

### Purpose of a procedure

Procedures give us instructions about how to do or make something. In PDHPE procedures can be used to give instructions about how to perform a dance routine, play a game or use a piece of equipment.

### Structure of a procedure

A procedure usually begins with a *goal* which states what is to be achieved.

This may be followed by a list of *materials* or *equipment* required.

The *steps* for completing the procedure are given in the order in which they are to be performed.

### Language features of procedures

- Sentences begin with an action verb as a command, e.g. move, clap.
- Words or phrases that specify *how*, *where*, *when*, e.g. slowly, on your left foot, backwards, are used.
- Steps may be numbered.

A model of a procedure should be demonstrated to the class highlighting the points brought up by the students. The following text could be copied for students to use as a model.

### An example:

goal

How to perform "blue group's" dance

steps

1. Start with two feet together.
2. Slide forward onto your left foot.
3. Move forward onto your right foot.
4. Jump forward onto your left foot.
5. Step forward onto your right foot.
6. Clap your hands as you move onto your right foot.

action verbs

words which tell *how* and *where*, *when*

Note: This text did not require a "materials" or "equipment" stage.

## Activity 10: Deconstructing a dance

Design a worksheet which students can complete as they watch a video of a dance routine. An example could be a video clip of a popular song.

Highlight the important features of the dance that students need to locate in the video.

Watch the video and ask the students to complete the worksheet.

Students discuss their findings.

It is important for students to deconstruct a dance so that they can relate it to their own learning experiences. By deconstructing a dance and categorising actions and movements, students are enhancing their knowledge and understanding of movement related concepts. Thorough discussion of the worksheet is necessary to assist students in directing their thoughts to the types of things that they are looking for in the video clip. It is these explicit instructions that will help students feel confident in completing this task.

### An example:

<p><i>Space used</i></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p><i>Locomotor actions</i></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
<p><i>Name of clip</i></p>	
<p><i>Relationships</i></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p><i>Non-locomotor actions</i></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
<p><i>Directions travelled</i></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	

## Activity 11: Setting the scene for a performance

Explain to the students that the next activity is a major dance-making activity that may take two or more lessons to complete.

Inform students that the aim is to demonstrate their movement capacities and basic choreographical skills and ideas. These will be demonstrated in response to a selected piece of music. Some examples of suitable music are movie themes such as *Star Wars*, *Rocky* or *Romeo and Juliet*.

Negotiate with the class the expected length of the final performance.

Break students into groups and allow them to select their desired music. Ask the students to listen to the piece of music and visualise the types of actions and movements that they could be performing. Get the students to develop a **mind map** to complete the task.

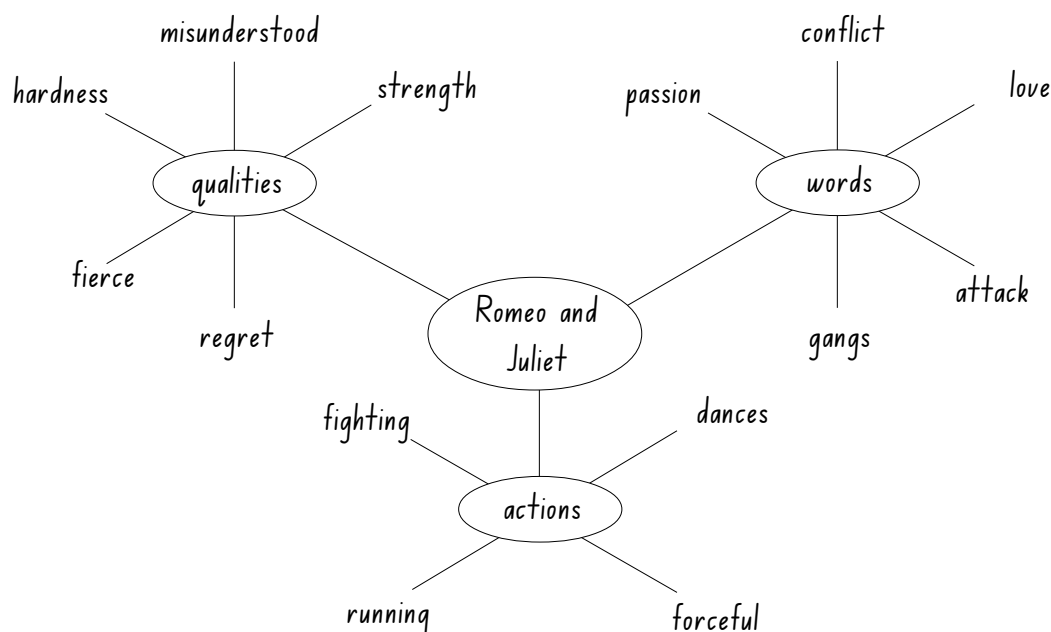
Ensure that the students consider all of the actions and movements they have developed in previous lessons and use as many of those as they like to complete the task.

At this stage of learning, it is vital that students write their ideas down, talk, listen and negotiate with each other in order to construct a meaningful and purposeful routine. You may like to get students to use a learning journal or diary to keep a record of this information.

By writing down their ideas, students are:

- clarifying their own thoughts
- contextualising their ideas
- creating a foundation upon which to base their routine.

The completion of a mind map will assist students in this task. Here is an example using the theme and music from *Romeo and Juliet*.



## Activity 12: Major ideas

Tell students to select in their groups three major ideas relating to their music and to write them down. Get them to consider each of the main ideas separately and jot down actions, movements and sequences that can be performed in response to each of these ideas.

Develop sequences that can be performed to each of the ideas and ask students to consider how they can join their ideas so that the whole routine will flow.

Tell the students to practise and rework their ideas until they feel happy with them.

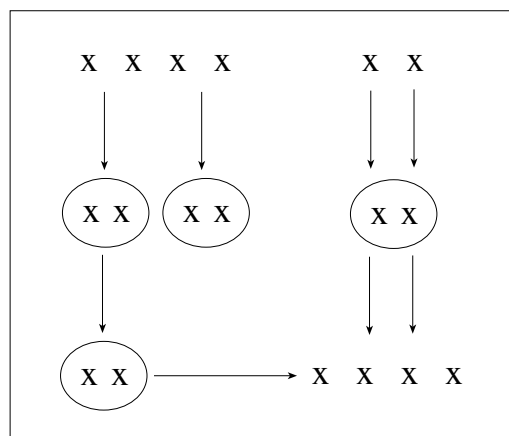
Allow students plenty of practice and reflection time. Assist groups with their actions and sequences. Encourage discussion amongst the group about the dance-making process.

When students are prepared, the groups perform their routine to the whole class. Following their performance, students will be placed in the “hot seat” to answer questions about their performance.

The breaking down of the mind maps into three major themes or ideas is an important component for students. By concentrating on three major ideas, students are not overwhelmed by the task being set for them. If they don't break the music into three manageable themes, the students may experience difficulty in developing routines.

Encourage the students to work on each idea separately. This will allow students to experience confidence and success. Once individual sequences for each major idea have been developed, students should work on ways of linking them together in a fluid, logical and sequential way.

Students should also be encouraged to map their positions on the “stage” area so that they can trace their movements in terms of directions being used, relationships with each other and their use of space. Students should be allowed plenty of time for discussions, modifications and practice so that they produce a quality routine.



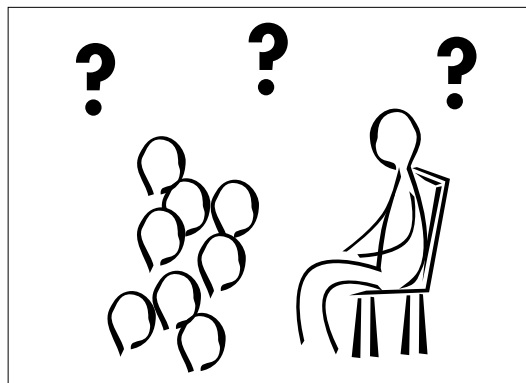
### Activity 13: Hot seat

Following their performance, the group of students will take the “hot seat”. The audience will ask the group questions related to their performance. Students should be encouraged to consider appropriate questions about the performance and jot them down. To assist students in the asking of relevant questions, the teacher could model the types of questions that should be asked in the first “hot seat”. Some focus questions could include:

- Why did you select particular movements and actions?
- How did you feel when performing the actions?
- Why did you choose this music?
- Why did some performers use different actions from others?

A “**hot seat**” is an activity aimed at developing students’ talking and listening skills. To be confident and successful in the “hot seat”, students must be well-prepared and knowledgeable about their subject (in this case, their performance).

Students in the “hot seat” should be encouraged to use their original notes and mind maps to assist them in answering the questions. The aim of the “hot seat” is not to ask unanswerable questions but to delve into the group’s ideas, feelings and reasons for performing as they did.





# Chapter 5: Planning a whole-school approach to literacy

This chapter should be read in conjunction with *Planning a Whole-school Approach to Literacy*, NSW Department of School Education (1997), which has been written to help schools to plan for literacy improvement by:

- interpreting and using Year 7 ELLA results as a basis for future planning
- evaluating the effectiveness of current literacy strategies
- assessing staff expertise in relation to literacy
- identifying, assessing and using available resources
- refining or modifying organisational or administrative structures
- refining or developing whole-school literacy plans.

A whole-school approach to literacy will result in:

- schools using the Year 7 ELLA results and other student literacy data as a catalyst for improving students' literacy achievements
- schools using the Year 7 ELLA results as a basis for school planning and programming
- school activities becoming more focused on improving the literacy outcomes of students and on teachers having further knowledge about the literacy demands of key learning areas
- providing teachers with more knowledge about how to teach subject content through appropriate generic and subject-specific literacy strategies.

*Planning a Whole-school Approach to Literacy*,  
NSW Department of School Education (1997), p.12

This chapter first outlines the key steps which schools should undertake as they work towards developing a whole-school approach to literacy and then suggests ways in which the PDHPE faculty can contribute to this process.

## Establish literacy as a school priority

At faculty and whole-school meetings teachers can discuss and develop understandings about the literacy demands of various KLAs and subjects. The district literacy team can provide advice to faculty groups about ways to identify and describe these literacy demands.

*Focus on Literacy* is a useful starting point for meetings and professional development activities related to literacy. It addresses the key elements of the State Literacy Strategy and provides information about the effective teaching of literacy in an explicit and systematic manner.

Chapters 1 and 2 of this book describe the literacy skills, knowledge and understandings that students in Year 7 need to demonstrate in order to be successful. They also outline the prior knowledge and skills which students bring to the secondary school by looking at the literacy experiences and demands of the primary school.

Having established an understanding of the literacy demands of each subject, teachers should then examine their teaching programs to identify opportunities for systematic and explicit literacy instruction.

The literacy support team in the school should assist in highlighting opportunities to develop students' literacy skills in each subject. Support teachers, such as ESL teachers and support teachers learning difficulties, should be involved in providing advice about specific strategies to assist those students who require additional support. Teacher-librarians have a significant role to play in assisting students to use information skills as they work with a range of resources to gain and use information.

The school as a whole needs to recognise the value of a whole-school approach to literacy and ensure that it becomes part of the school management plan. Ways of meeting the professional development needs of individual teachers and faculty groups should be included in the plan. Teachers could be surveyed to establish their current knowledge and expertise. Appendix 1 in *Planning a Whole-school Approach to Literacy* is an example of a survey that could be used for this purpose.

Sample survey from: *Planning a Whole-School Approach to Literacy*, Appendix 1.

**(A)1: Literacy survey of staff**

Name: \_\_\_\_\_

*Remember: Literacy includes reading, writing, speaking and listening in a range of contexts.*

1. List any formal training qualification in literacy
- (a) Preservice \_\_\_\_\_
- (b) Inservice \_\_\_\_\_
2. Do you have any other relevant training that could be useful in the literacy area at this school? e.g. public speaking, writing, acting, computing...  
\_\_\_\_\_  
\_\_\_\_\_
3. In the area of literacy, list any skills that you feel would be of value to others in the work place. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Are you a member of any professional organisations that have literacy as a component? If so, please list.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. List any literacy resources and/or strategies of which you are aware that could be used to benefit teachers and students at this school.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. What classroom literacy activities do you use in your classroom?

Sometimes	Often	Regularly

- (a) What literacy programs or strategies do you think have been successful at this school?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- (b) Why?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. (a) What literacy programs or strategies do you think have not been successful?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- (b) Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Thank you for taking time to complete this survey.*



## Determining priorities within the plan

In order to develop an appropriate literacy plan for the school, information about students' current literacy achievements needs to be analysed. The ELLA results can provide useful information about individuals' and year groups' strengths and weaknesses. An analysis of the areas in which students require additional support will indicate a focus for the plan. Other information can be gathered by analysing School Certificate and Higher School Certificate results. Data gathered by teachers through informal and formal assessment tasks will also highlight areas needing support.

Having collected and analysed all available data, the staff should determine priorities within the school plan. These priorities should also reflect the State Literacy Strategy. For example, the ELLA results and teachers' observations might demonstrate that 70% of students have difficulty with paragraphing their writing. In a school where this is the case, this could become an area to be addressed by all teachers in the writing tasks they set for students.

## Developing goals or objectives for the school plan

Priorities should then be translated into goals for students and teachers. These goals need to be written in clear language that defines precisely what is to be achieved. Some goals will refer to short-term achievements, while others will be long-term. A short-term goal might be that all teachers have been trained in the NPDP modules, *Literacy across the KLAs, Years 7 & 8*. A long-term goal might be that increased numbers of students are successful in 2 Unit PDHPE.

Some of the goals will have implications for teachers' professional development, and this will need to be documented in the plan, including what form the professional development will take, how it will be provided and how it will be funded.

## Resourcing the school plan

Collect information about available resources, both human and material. This will include the expertise which already exists within the staff and the district. It will also include collecting information about literacy programs which are already in the school to determine which programs are aligned with the outcomes of the school plan.

Appendix B in *Planning a Whole-school Approach to Literacy* offers one way of doing this.

Decide whether additional resources will be required to achieve the outcomes of the school plan. If additional human resources are needed, how will these be found? Will it require a more flexible organisation of the school timetable? If additional material resources are required, how can these be budgeted for in the school plan? Ensure that all staff have the opportunity to provide input to the resourcing of the plan.

Sample from:  
*Planning a Whole-School Approach  
 to Literacy*, Appendix B.

## (B) Mapping Existing Programs and Strategies

*Step 1: List all literacy programs and strategies operating in the school.*

*Step 2: For each strategy or program, you may wish to ask some of the following questions or you may wish to include others.*

1. What is the program?  
 \_\_\_\_\_  
 \_\_\_\_\_
2. When was it developed?  
 \_\_\_\_\_  
 \_\_\_\_\_
3. Is it still current?  
 \_\_\_\_\_  
 \_\_\_\_\_
4. For whom was it designed?  
 \_\_\_\_\_  
 \_\_\_\_\_
5. Is it achieving its stated outcomes?  
 \_\_\_\_\_  
 \_\_\_\_\_
6. How do you know?  
 \_\_\_\_\_  
 \_\_\_\_\_
7. How is it implemented?  
 \_\_\_\_\_  
 \_\_\_\_\_
8. Is it used by all people who should use it?  
 \_\_\_\_\_  
 \_\_\_\_\_
9. Is it part of whole-school planning?  
 \_\_\_\_\_  
 \_\_\_\_\_
10. Is it part of financial planning?  
 \_\_\_\_\_  
 \_\_\_\_\_
11. Is it simple, practical and reliable?  
 \_\_\_\_\_  
 \_\_\_\_\_
12. Does it fit in with current DSE Policy?  
 \_\_\_\_\_  
 \_\_\_\_\_
13. Are there adequate resources for the program?  
 \_\_\_\_\_  
 \_\_\_\_\_
14. Is it supported by training and development?  
 \_\_\_\_\_  
 \_\_\_\_\_
15. Has it influenced student participation in teaching and learning outcomes?  
 \_\_\_\_\_  
 \_\_\_\_\_
16. How do you know whether or not it has made a difference to student learning outcomes?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Informing parents and the community

Parents and community members could be involved in developing the school plan. Participants could be drawn from the Parents and Citizens Association, local community groups or parents who express a particular interest. All parents and caregivers should be kept informed of the development and progress of the plan through meetings and newsletters. It might be necessary to provide this information in a range of community languages.

When reporting on students' achievements, each KLA should include information about literacy achievements and indications of areas requiring additional support. The nature of the support being supplied by the school should be indicated. To do this teachers will need to include literacy achievements in the criteria they apply to assessing students' work and have a plan in place to assist those students who are experiencing difficulties.

## Evaluating the plan

Procedures for evaluating the overall success and the outcomes of the plan should be established and written into the plan. For long-term outcomes, indicators might need to be established to ensure that the school is working purposefully towards the achievement of those outcomes.

The development of effective literacy strategies for the explicit teaching of literacy in PDHPE requires planning, development, implementation and evaluation by a committed staff.

The following pages provide an example of the approach a PDHPE faculty can take to contribute to a whole-school literacy plan.

The suggested approach to literacy development in PDHPE involves three stages:

- Getting started
- Putting it together
- Making it work.

## A PDHPE faculty approach to literacy

### Getting started

Steps	Things to consider
1. Introduce literacy	<ul style="list-style-type: none"> <li>• Why is literacy important?</li> <li>• What is the literacy approach of the whole school?</li> <li>• What is the role of the PDHPE faculty?</li> <li>• What support is available for the faculty?</li> </ul>
2. Identify literacy needs in PDHPE	<ul style="list-style-type: none"> <li>• What are the demands of PDHPE?</li> <li>• What literacy skills are required of students in PDHPE?</li> <li>• What literacy skills, knowledge and understandings do Year 7 students bring with them from primary school?</li> </ul>
3. Become familiar with text types	<ul style="list-style-type: none"> <li>• What are text types?</li> <li>• What text types are used in PDHPE?</li> </ul>
4. Identify literacy strategies	<ul style="list-style-type: none"> <li>• What teaching and learning strategies develop literacy skills?</li> <li>• What strategies are most appropriate for PDHPE?</li> </ul>

*Organise a faculty meeting.*

*Invite:*

- *school literacy coordinator*
- *district literacy consultant*
- *PDHPE consultant.*

*Examine PDHPE syllabus outcomes.*

*Link with your feeder primary schools.*

*Use the NPDP CD ROM, Literacy for Learning, Years 5-8.*

*Collect a range of strategies and examples.*

*See Chapter 4 in this document.*

## Putting it together

Steps	Things to consider	
1. Develop an action plan	<ul style="list-style-type: none"> <li>• What are we trying to do?</li> <li>• What needs to be accomplished?</li> <li>• What literacy skills should we focus on in our PDHPE programs?</li> <li>• What resources are available to the faculty?</li> <li>• Where will we start?</li> <li>• How will we know that we are making a difference?</li> </ul>	<p><i>Discuss in faculty meetings.</i></p> <p><i>Link in with the whole-school literacy plan.</i></p>
2. Start with a current unit of work	<ul style="list-style-type: none"> <li>• What do we expect students to be able to do at the end of the unit?</li> <li>• What literacy skills are needed to achieve the outcomes?</li> <li>• What literacy strategies are already in place?</li> <li>• Where could other literacy strategies be included in the unit?</li> <li>• What assessment methods can be incorporated?</li> <li>• How will we monitor the unit?</li> </ul>	<p><i>Select one unit of work to start with.</i></p> <p><i>Revisit PDHPE outcomes and identify literacy strategies.</i></p>
3. Strengthen other units of work	<ul style="list-style-type: none"> <li>• What unit of work will we work on next?</li> <li>• Who will be responsible for rewriting each unit?</li> <li>• What is our timeline for development?</li> <li>• How will we monitor each unit?</li> </ul>	<p><i>Discuss at regular faculty meetings.</i></p> <p><i>Allocate tasks within faculty.</i></p> <p><i>Use PDHPE or literacy consultants for support.</i></p>

## Making it work

Steps	Things to consider
1. Implement the units of work	
2. Collect evidence	<ul style="list-style-type: none"> <li>• How best can we use student work samples?</li> <li>• What types of anecdotal evidence can we collect?</li> <li>• What formal assessment tasks should we include in each unit?</li> <li>• What other types of information can we collect about student achievement?</li> </ul>
3. Evaluate the units of work	<ul style="list-style-type: none"> <li>• Do the literacy strategies relate to the unit outcomes?</li> <li>• Have we addressed all literacy areas (reading, writing, talking and listening) in our units?</li> <li>• Have we catered for all students?</li> <li>• How much time is spent on developing literacy in the PDHPE unit?</li> <li>• Has students' achievement of outcomes improved?</li> <li>• What can we do better next year?</li> </ul>
4. Some personal reflection	<ul style="list-style-type: none"> <li>• Where have I focused my development in literacy?</li> <li>• What do I already know?</li> <li>• What have I overlooked?</li> <li>• What skills do I have in the literacy field that will be of benefit to others?</li> <li>• What skills and knowledge of literacy do I need in order to do my job better?</li> </ul>

*Teach the units of work.*

*Identify formal and informal assessment strategies.*

*Use pre-planned evaluation strategies.*

*Discuss at faculty meetings.*

*Link to whole-school plan.*

*Take time for some individual reflection.*